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AUTHOR Smith, Richard R.
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ABSTRACT

This paper indicates a need for preparation programs for two-year college instructors and cites articles from "The Chronicle of Higher Education" concerning this topic. Surveys by Prihoda and Smolich are cited which evaluate existing programs for the preparation of two-year college teachers. The Glassboro State College Master of Arts Program in Junior College Teaching is described, including cooperative planning efforts and specific requirements for the degree. Future directions of the preparatory program and advisory council roles are discussed. (SW)

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A PROGRAM DESIGN: THE COOPERATION OF INSTITUTES OF HIGHER EDUCATION IN SUPPORT OF A MASTER OF ARTS PROGRAM IN COMMUNITY COLLEGE EDUCATION

JC 740 136

DR. RICHARD R. SMITH
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

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Columbia University

THE NATIONAL SCENE

The December 10, 1973, issue of The Chronicle of Higher Education reported that the National Assembly of the American Association of Community and Junior Colleges urged their member colleges to help four-year colleges and universities design programs to train future staff members. The 1973 Assembly was also concerned with the issue of In-Service Staff Development. It was stated that it is imperative for all staff to have continued opportunities to learn about and adopt innovations to their colleges.

The recent literature has been increasingly concerned with the design and implementation of both pre and in-service programs. Recommendations have been endorsed or offered by groups such as the Executive Committee of the Conference on College Composition and Communication and the American Mathematics Association.

The October 16, 1972, edition of The Chronicle of Higher Education emphasized the "virtual nonexistence" of programs preparing people specifically for jobs in community colleges. The article provided a summary of the major statements of the National Advisory Council on Education Professions Development in their report entitled "People for the People's Colleges." The report stated that:

> . . . most community-college staff members have been trained for something else.
>
> . . . few of the teachers attended community colleges themselves, that perhaps only a third of them have taken as much as a single course on community colleges, and that a considerable number apparently have little appreciation either for their institution's unique mission or for the problems and aspirations of its "open door" clientele.

The report stated that "hiring Ph.D.'s in large numbers might be dangerous for community colleges because it could draw the college away from their primary task of serving 'low' and 'marginal ability' students." The Chronicle article recommended that the following components be included within programs geared toward the preparation of community college teachers:

1. Internship experiences
2. A specific course dealing with the history, mission, and philosophy of the two-year college.
3. Courses on learning theory, teaching techniques, testing, instructional media, and characteristics of students.

In the November 6, 1972, issue of The Chronicle of Higher Education, Charles R. Calvin and Morgan D. Dowd presented the statement that "the best hope for preparing two-year college instructors lies with the four-year institution limited to offering the master's degree and the community college itself."

Evaluation of Existing Programs

The American Association of Colleges for Teacher Education in their Bulletin of July, 1972, concluded that junior college teacher preparation was "inadequate."

Prihoda surveyed a large number of colleges and universities offering junior college teacher preparation courses. Some of the unique components which were reported are presented:

1. Work in programmed instruction.
2. The use of reproducible media.
3. The specification of instructional goals and objectives.
4. The sociological characteristics of junior college communities.

It was also recommended that the four-year institution must be willing to develop cooperative relationships with two-year colleges. The Smolich Survey was reviewed by the AACTE Bulletin. The survey indicated that internship programs and courses dealing with methods and procedures of instruction were offered by "only a few" of 87 responding institutions. Before actively participating in the teaching process within a community college the student intern should be familiar with:

1. His academic field.
2. Theories of learning.
3. The process of curriculum development.
4. Programmed instruction techniques.
5. Use of reproducible media.
6. Writing behavioral objectives.
7. Lesson planning and course construction.

The master's degree still remains the most popular for community college personnel. A recent study by David Bushnell (Organizing for Change: New Priorities for Community Colleges), indicated that the number of doctorates is small (5.5 percent) compared to the masters (75 percent) among community college instructors.

THE SOUTH JERSEY SCENE

The Glassboro State College Master of Arts Program in Junior College Teaching was approved by the State Board of Education on July 19, 1966. Activities were initiated during July of 1972 to evaluate the existing program and to make recommendations for change.

Glassboro State College recognized that the development of a meaningful program for the preparation of two-year college teachers required that community college personnel be directly and meaningfully involved. An Advisory Council to the M.A. Program in Junior College Teaching was formed with representatives from Atlantic, Burlington, Camden, Cumberland, Gloucester, Ocean, and Salem County Colleges being appointed by their Presidents. Frequent meetings with the leaders and representatives of the county colleges of Southern New Jersey were scheduled in an attempt to:

1. Promote the increased cooperation of area colleges in support of the existing program.

2. Elicit the recommendations of community college personnel regarding those components needed for program improvement.

3. Identify those two-year college personnel who not only possess the needed professional and academic skills, but who are willing to participate in the instructional process of the program.

4. Identify the needs and concerns of area community colleges

5. Discuss and explore ways by which area colleges can work together in an attempt to respond to recognized needs.

THE MASTER OF ARTS PROGRAM

The following components have been initiated within the Glassboro State College M.A. Program in Junior College Teaching since January of 1973:

1. Area county college professors and administrators have been actively involved in the instructional process.

2. A sixty dollar internship fee has been approved in support of the second semester of the internship-experience.

3. A course titled "Psychology of Human Relations" has been developed in cooperation with the Psychology Department, and is included and recommended within the Basic Professional component of the program.

4. The required number of graduate S.H. in the academic area has been increased to a minimum of 18. The minimum number of S.H. in mathematics is 24.

5. The teaching-specialization of mathematics has been added to the program.

6. The teaching specialization of Psychology has been added to the program.

7. Cooperating professors are paid an honorarium.

The following is a general description of the existing program (the furthest exception is the mathematics specialization).

THE MASTER'S DEGREE PROGRAM S.H.

I. Basic Professional Area (Required) 6

0824.502 Foundations of Education (Required) 3
and
0822.587 Adolescent Psychology 3
or
0822.512 Educational Psychology 3
or
0822.586 Psychology of Motivation and Learning 3
or
2009.589 Psychology of Human Relationships (Recommended) 3

II. Specialized Professional (Required) 9

0806.605 The Junior Community College 3
* 0806.603
and
0806.604 Internship in Junior College Teaching 6

* Written permission must be obtained from the Program Coordinator before enrolling in the Internship. An additional $60 student teaching fee must be paid when registering for Spring Semester Internship B.

III. Academic Specialization (Required) 18-24

Depth in an academic field to the extent commonly found in a person who has at least 50 S.H. of undergraduate and graduate study in the field. Knowledge of research and findings relative to the junior college is desirable. A project relating to the junior college should be undertaken.

Academic Advisors available for the Teaching Specializations are:

Art ..... James Wright
English ..... Rose Glassberg
Life Sciences ..... Harry Stoudt
Mathematics ..... Robert Mitchell
Music ..... Donald Norton
Physical Sciences ..... Charles Schultz
Psychology ..... Ruth Dugan
Social Sciences ..... Robert Hewsen

The following recommendations have not been initiated to date:

1. That the name of the program be changed to M.A. Program in Community College Education.

2. That each student be required to complete a minimum of 21 S.H. in his academic field of teaching. He must enroll in the appropriate seminar which is a full academic year in length and deals with both the teaching of his subject while also requiring that a research project be completed.

That students be provided with the opportunity to enroll in graduate courses within their academic specialization at Rutgers South Jersey if:
a. the appropriate course is not offered at Glassboro State College.
b. the desired course section is filled to capacity at Glassboro State College.
c. they desire to transfer 9 S.H. within their academic component from the South Jersey Campus of Rutgers University.

3. That cooperating junior colleges be encouraged to establish a "teaching chair" to be filled by an intern. The chair would be occupied by a "promising" intern during the second semester. This chair could be a half-time position depending on many variables.

FUTURE DIRECTIONS

Program

As the two-year colleges mature, professionals will be needed to function effectively in relation to their varied purposes and needs. These colleges will need people to work in their reading and writing centers, counseling offices, and administrative divisions. The majority of professionals functioning in those capacities have not been specifically prepared to work in our two-year colleges.

Our existing Master of Arts Program provides an academic-professional blending related to the parallel and general education functions of the two-year college. This program draws from a population of students with academic backgrounds.

What is needed is a program alternative; one which can prepare people from professional backgrounds to apply their specific skills to one of the varied functions of the community college. This alternative program could revolve around a core of experience which would assist the student in applying his professional skills and knowledge to the two-year college. Many of the existing professional graduate programs at Glassboro can be logically related to the various functions and divisions of the community college.

It has been proposed that students in those programs be provided the opportunity to receive their M.A. Degree in their field of specialization, but with a Certificate of Two-Year College Specialization. This Certificate would imply that the graduate had completed a program of experiences designed to help him effectively relate his specialty to the junior college. The two-year college core of experiences would consist of 12 semester hours. Each student would enroll in and complete the "Junior Community College." "Psychology of Human Relations," and "Internship in Junior College Teaching" experiences. During the internship, the student would function under supervision in the classroom, clinic, or counseling center.

Each existing program of educational specialization would provide a cluster of students who had completed their studies in that particular professional area. These students would then participate in the "Junior Community College Core" of 12 semester hours. This combined strategy could then produce professionals who could contribute meaningfully to their community colleges.

UNIVERSITY OF CALIF.
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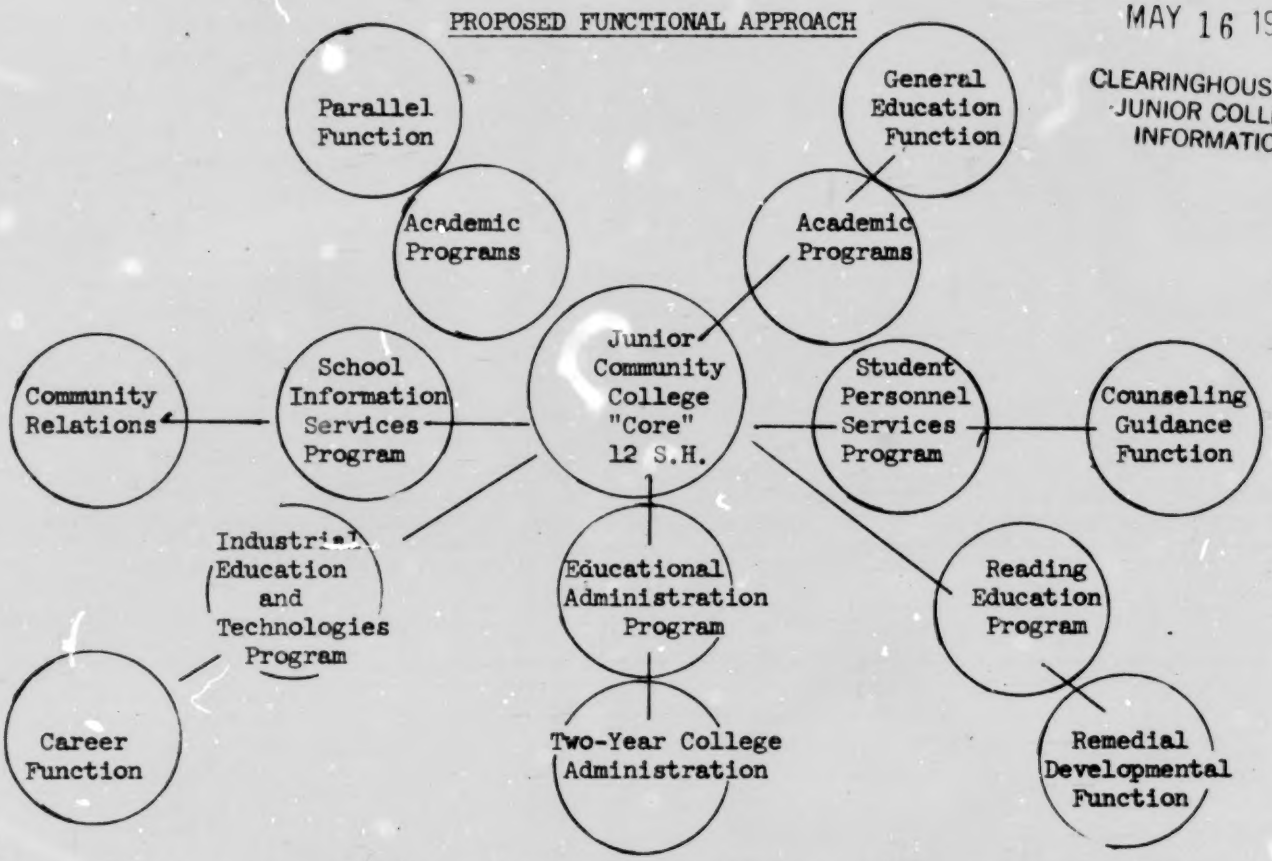
MAY 16 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Symbolically, the program would look like this:



This "core" of community college experiences would simply require that each related program permit this program to utilize those semester hours typically allocated to their Basic Professional or Elective Requirements. Additional graduate courses of a highly specific nature may have to be developed and offered within existing cooperating programs.

Advisory Council Roles

The Advisory Council has been formed. When the existing program has been refined, it may then be possible for the Advisory Committee to serve as a central group which would develop programs and experiences in reaction to the needs of area institutions. This committee could serve as the core for the development of activities such as:

1. Cooperative Research Efforts designed to meet the universal needs of cooperating institutions.

2. The development of meaningful Orientation and In-Service Programs.

3. The development or sponsoring of activities to be offered during the summer or academic year which would be designed to upgrade the skills of the faculties of the cooperating colleges.

4. The cooperative design and development of Regional Grants for Funding.

5. The development of a Regional Repository for Related Materials.